

Career and Education Development

Sample Graduation Standards and Performance Indicators

This sample set of standards was developed after careful review of the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007) and the National Career Development Guidelines Framework (NCDG, 2004).

Career and Education Development Standard 1

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS:

Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others. (NCDG PS1, PS2)

Fifth-Grade Performance Indicators

- A. Students develop positive attitudes about themselves as unique and special individuals by identifying personal interests, skills and abilities. (MLR A1)
- B. Students make choices about and demonstrate behaviors that lead to success in school. (MLR A2)
- C. Students identify social skills and demonstrate behaviors that influence interpersonal relationships in positive ways. (MLR A3)

Eighth-Grade Performance Indicators

- A. Students explain how specific interests, skills and attitudes support and help maintain a positive self-concept. (MLR A1)
- B. Students analyze how positive and negative personal traits, choices and behaviors affect success in school. (MLR A2)
- C. Students demonstrate behaviors (communication and negotiation skills, teamwork strategies, managing conflict) that reflect positive interpersonal skills. (MLR A3)

High School Performance Indicators

- A. Students are able to assess personal skills, abilities, aptitudes and dispositions and analyze how they positively and negatively aid them in reaching academic, career and life goals. (MLR A1)
- B. Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers and civic life. (MLR A2)
- C. Students demonstrate how positive and negative attitudes affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills. (MLR A3)

Career and Education Development Standard 2

EDUCATION, CAREER AND LIFE ROLES

Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements; how learning new skills and educational achievement lead to increased career options and lifelong learning. (NCDG ED 1, ED 2 ,CM 3, CM 5)

Fifth-Grade Performance Indicators

- A. Students explain how success in school supports their ability to positively contribute to school, home, and community. (MLR B1)
- B. Students recognize the importance of literacy, numeracy, and 21st century skills to success in the classroom, home and community. (MLR B2)
- C. Students identify and locate different types of careers and use this information to explore school and career choices. (MLR B3)

Eighth-Grade Performance Indicators

- A. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community and the world. (MLR B1)
- B. Students analyze their skills in relation to those that lead to success in the classroom, career choices and personal life goals. (MLR B2)
- C. Students locate and analyze different types of resources to explore post-secondary education, training and career interests. (MLR B3)

High School Performance Indicators

- A. Students understand the integration and application of academic knowledge and skills and lifelong learning to career success in a 21st century global economy. (MLR B1)
- B. Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers and community. (MLR B2)
- C. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices. (MLR B3)

Career and Education Development Standard 3

MAKING DECISIONS, UTILIZING A PLANNING PROCESS, CREATING OPPORTUNITIES AND MAKING MEANINGFUL CONTRIBUTIONS

Demonstrate effective decision-making and planning skills in their pursuit of success in education, work and citizenship roles. (NCDG CM 1, CM 2, CM 3, CM 4)

Fifth-Grade Performance Indicators

- A. Students identify the parts of the planning process that assist in making choices. (MLR C1)
- B. Students identify behaviors and decisions that reflect positive and negative consequences in school. (MLR C2)
- C. Students identify people, experiences and behaviors that influence decision-making in various settings. (MLR C3)

Eighth-Grade Performance Indicators

- A. Students demonstrate how parts of the planning process assist in setting short and long-term goals for education and work opportunities. (MLR C1, C2)
- B. Students identify behaviors that influence career and education decision-making. (MLR C3)
- C. Students identify and explain how diverse and changing societal and global needs influence personal decision-making. (MLR C4)

High School Performance Indicators

- A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- B. Students identify multiple resources that influence their career and education decision-making. (MLR C3)
- C. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR C4)